



Noadswood

SEND

Policy	SEND
Policy status	Statutory
Member of staff responsible	SENDCO (LHy)
Date approved by SLT	November 2020
Governor committee responsible	FGB
Date relevant governor committee approved (including FGB agreement)	December 2020
Revision period	1 year
Revision due date	December 2021

RATIONALE

All our pupils are entitled to a broad balanced and relevant curriculum which is appropriate to their needs and abilities as individuals, and they should have the opportunity to fulfil their potential within it. The delivery of such a curriculum is a whole school responsibility. An excellent partnership with parents and carers will always be sought as their role is equally vital in supporting their child's education. All our pupils are valued equally, their views are sought and taken into account.

The school SEND Policy reflects the Children and Families Act 2014 and is in accordance with the Special Educational and Disability Code of Practice: for 0 – 25 years (January 2015).

The policy is reviewed annually and reported on to the school governors and should be read alongside our Disability Access Plan, our School's SEN Information Report (*Link to SEN information Report*) and also other school policies dealing with behaviour, Teaching and Learning (including Assessment), Child Protection, Equal Opportunities and Anti-Bullying.

We have three main principles in developing and maintaining as inclusive a curriculum as we can and equality of opportunity:

- We set suitable and challenging learning goals: We give every pupil the opportunity to experience success in learning and to achieve high standards for themselves.
- We respond to pupils' diverse learning needs: We take into account differing backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- We work to overcome potential barriers to learning and assessment for individuals and groups of pupils: We recognise that pupils have particular learning and assessment requirements that will create barriers to learning if they are not addressed appropriately through a variety of special arrangements.

We will ensure that the provision for pupils with Education, Health Care Plans is appropriate, and enables them to develop their academic potential, interests and aptitudes through the quality of our provision.

CONTEXT

Noadswood School is a popular Mainstream Secondary School with around 1000 pupils from year 7 – year 11. An inclusive school, we are one of four schools in Hampshire that have unitary status for physically disabled pupils. Hence we are an accessible site with excellent additional facilities for our physically disabled pupils. The site is also regularly updated for other pupils who may have sensory needs.

Name of SENDCo	Miss Liz Hyland
Qualifications for this post	National Award for SENDCo
Name of Deputy SENDCo	Mrs Katrina Spence
Qualifications for this post	B.Ed.Access for SEN

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Assistant Headteacher Mr David Crowley
Advocate for SEND on School's Senior
Leadership Team

Headteacher Miss Kathryn Marshall
(Former SENDCO in two previous schools.)

PUPILS WITH ADDITIONAL EDUCATIONAL NEEDS:

In ensuring that all pupils have an equal opportunity to receive an education appropriate to their needs we will identify and assess additional needs as early as practically possible, taking into account information from parents, pupils, previous schools, performance data, outside agencies and professionals, referrals and LA advice.

Children have additional learning needs if they

a. have a significantly greater difficulty in learning
from the majority of pupils of the same age

or

b. have a disability which prevents or hinders them
from making use of educational facilities of a kind
generally provided for pupils of the same age in
schools within the area of the LA (Local Authority)

Examples of additional needs include:

Medical conditions including epilepsy,
diabetes, severe asthma and eczema
Cerebral Palsy, Duchene Muscular Dystrophy,
Muscular Atrophy
Being on the Autistic Spectrum
Speech, language and communication
impairments Specific learning difficulties
including Dyslexia

Some physical disabilities may not mean a child has additional educational needs. However all schools must make 'reasonable adjustment' under the current Disability Equality Legislation:

The Disability Discrimination Act 2005 and The Equality Act 2010 (See Appendix 1)

RESPONSIBILITIES:

**The Special Educational
Needs and Disabilities**

**Co-ordinator (SENDCo) and
Deputy SENDCO are responsible for:**

The day to day operation of this Policy and monitoring of the effectiveness and impact of the provision for pupils with additional educational needs;

Ensuring that any information about pupils who are having difficulties in the Educational Context is disseminated to teaching staff, LSAs, House Leaders Guidance/LSAs and cover supervisors;

Liaison with Senior Leadership Team, the governing body, teachers, House Leaders for Learning, teachers, external support agencies and parents and carers;

Leadership and Management of the Learning Support Team;

Liaison with Feeder Primary Schools and post 16+ providers;

Co-ordination of Continuing Professional Development of the Learning Support Team; Running of and implementation of Annual Reviews;

Statutory Assessment processes;

Collating and analysing relevant data about pupils' academic performance;

Allocating resources effectively to ensure the maximum impact on pupils' attainment and progress; Attendance at open mornings/celebration evenings;

Contributions to SENCo Circle, SENCo Forum; Contribution to school CPD;

Knowledge and understanding of all developments of national research and policy for SEND.

The SENDCo may delegate some of the above responsibilities to the Senior LSA Team. All members of the department have responsibility for maintaining written records.

Team Leaders are responsible for:

Ensuring schemes of work show regard to this Policy; Liaising with the SENDCo for the deployment of LSAs;

Monitoring the provision and its impact and progress of pupils with additional needs; Ensuring information provided by SENDCo is passed on and acted upon.

Teachers are responsible for:

Knowing and planning for the additional educational needs of their pupils;

Contacting the SENDCo or Deputy about pupils they are concerned about with respect to progress, participation and inclusion in all aspects of the curriculum and school life;

Liaising with the LSA to ensure clear communication with regard to support in the lesson

Learning Support Assistants including Senior LSAs are responsible for:

Supporting pupils under the direction of the SENDCo and Subject Teachers; Monitoring progress as requested by SENDCo

Attending meetings to discuss pupil progress and strategies for individual pupils; Maintaining written records;
Contributing to ILPs.

Senior LSAs have additional responsibilities for:

Literacy support;

Statistics about pupil progress and impact of interventions; Exam concession planning;

Physically disabled pupil care;

Behaviour support in association with House Leaders; Inclusive sport/links with community

The Headteacher, the Assistant Headteacher and the Governing Body have oversight of the work of the SENDCO and responsibility for:

Ensuring that there is appropriate provision for pupils with an EHCP;

Ensuring there is appropriate provision for all pupils with additional needs; The quality of all SEN provision;

Reporting to parents on progress and the impact of interventions for those with additional educational needs;

Appointing a link SEND governor;

Liaising with the SEND Department about its work and the impact of this.

Oversight of meeting the requirements for pupils with additional educational needs in the current OFSTED Handbook for Inspection of Schools;

Oversight of how funding, equipment and personnel are deployed.

ADMISSION ARRANGEMENTS:

The admission of all pupils, including those with additional educational needs, will be subject to the school's admissions policy.

Noadswood is consulted by the Local Authority about pupils who wish to join the school, when they have an EHCP. Noadswood is a fully inclusive school and as such the Disability Discrimination Act (2005) is adhered to. The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled, unless the Local Authority

indicates, following dialogue with the school, that the provision required by the pupil is incompatible with that available at Noadswood.

Liaison with primary schools takes place as early as possible for those pupils known to have additional needs. We will gather information from any school attended, from parents/carers and from other agencies, and ensure attendance at the pupil's final annual reviews and transition agreement meetings for those with an EHCP.

A graduated approach to supporting those with Additional Educational Needs:

At Noadswood School all teachers are responsible and accountable for all pupils in their classes (this includes where pupils access support from support staff). All teachers are responsible for delivering high quality differentiated teaching as a first step to enabling all pupils to access the curriculum effectively.

Additional support is determined by the SENDCO in liaison with teachers and team leaders, following national guidance.

Each subject team has to account for the progress of pupils in vulnerable groups, including those with additional educational needs in both regular school meetings, performance management and in an annual report of examination results.

For more significant/complex needs Noadswood has links to a wide range of other specialist professionals, these include the Educational Psychologist, physiotherapists, occupational therapists.

RESOURCES:

When the Governing Body approves the school's budget, consideration will be afforded to the resources allocated to meeting additional needs. Consideration will also be given to any funds allocated by the LA in respect of pupils who are the subject of EHCPs. The Head Teacher, Assistant Headteacher and SENDCO will manage the allocated funds and will ensure that the best use is made

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of these resources. This will be achieved by prioritising needs through the staged procedure described below and by ensuring that, wherever possible, pupils are appropriately grouped to optimise the use of colleagues' time and equipment.

STAGES OF ASSESSMENT AND PROVISION:

Access to the school's broad and balanced curriculum is achieved for most pupils through differentiation of classwork by teachers and LSAs. It is the responsibility of the teacher to ensure that work is adapted to the needs and the ability of the pupil in the first instance. When teachers find, that despite their planning, a pupil is consistently failing to achieve learning objectives and outcomes, the following procedures will be adopted.

FIRST STEPS OF ADDITIONAL SUPPORT IN SCHOOL:

The SENDCO and all other colleagues will work according to the Graduated Approach: a four part cycle through which earlier decisions and actions are revisited, refined and revised, the Assess, Plan, Do, Review Cycle.

Identification

Assessment is a continuing process that can identify pupils who may have SEN. The SENDCO will facilitate the collection of all available information about the pupil such as;

Baseline & diagnostic testing – eg spelling, reading, numeracy Evidence from teacher/staff observation & assessment

Their performance against age related expectations at the end of a key stage, Standardised screening or assessment.

Information provided by parents

Reports from outside agencies

1. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;

Make little or no progress.

Shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment.

Has persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school, including the input of the school's House Leader team or ELSA involvement.

Has sensory or physical problems which continue despite the provision of specialist equipment.

Has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum, including group and paired work.

2. When a subject or class teacher, member of the pastoral team or SENDCO identifies a pupil with special educational needs they will plan and provide interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The pupil's name will be added to the school's SEN register.
3. The parents/carers of the pupil will be consulted by appropriate staff, and the views of the pupil sought
4. The SENDCO will instigate further assessment of the pupil as appropriate and, in consultation with parents, may enlist the use of outside agencies/specialists where applicable and appropriate to enhance or inform upon the provision being made.
5. The SENDCO will take the lead in planning future support for the pupil, considering the outcomes for the pupil and monitoring and reviewing action taken.
6. All staff will be involved in providing further support to pupils as part of their general teaching/pastoral duties.
7. The SENDCO will co-ordinate relevant plans where appropriate, and set targets in

discussion with appropriate staff and parents. Plans may take the form of:
pupil plans
 individual behaviour
 management planned
 transition agreement
 plans
action plans
KS4 access arrangements plan

8. Plans should be available to teachers and support staff who work with the pupil. Parents and teachers will be involved in a joint learning approach at home and in school.
9. Whenever possible the pupil will be involved in the review process and should be involved in the setting of further targets.
10. The pupil's subject or class teacher will be responsible for working with the pupil, ensuring that they are planning effectively for the progression and participation of the pupil. They should highlight and record ways in which differentiation has been delivered and considered. Subject teachers will use their expertise to devise strategies and identify appropriate methods of access to their particular curriculum areas and lessons.
11. The impact of the provision and interventions will be closely evaluated and reviewed against agreed outcomes. Amendments will be made in the light of this, and if necessary further assessment and consultation carried out. A request for additional advice from outside agencies may be initiated at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCO in consultation with teaching staff and House Leaders, ELSAs, parents/carers and pupils.
12. Parents evenings are an opportunity to discuss the effectiveness of the provision in place. Other meetings are arranged and held throughout the year between parents and key members of school staff to review progress towards outcomes and to set targets as necessary.
13. Where a pupil has an Education Health Care plan, that plan will be reviewed at least every twelve months.

Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.

SECOND STEP OF SUPPORT IN SCHOOL, PRIOR TO REFERRING FOR AN ASSESSMENT TO AN EDUCATION HEALTHCARE PLAN:

The SENDCO will take responsibility for the following arrangements;

1. Involving external support services, both those provided by the LA and/or other outside agencies, who will advise on a range of provision and strategies.
2. Specialist Assessment arrangements may need to be made and the Educational Psychology Service involved at this time.
3. The triggers for intervention at a Special Educational Needs Support Agreement level or application for an EHC plan could be that despite receiving a differentiated and individualised programme, and/or support, the pupil;

Continues to make little or no progress in specific areas over a long period of time. Continues working at National Curriculum levels/expected levels of progress substantially below that expected of pupils of a similar age.

Continues to have difficulty in developing literacy and numeracy skills. Has social, emotional or mental health difficulties which substantially and regularly interfere with their learning, or that of the class, despite having an individualised behaviour management programme.

Has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from and outside agency.

Has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning.

4. The SENDCO, subject specialists, and House Leaders in conjunction with external agencies, will consider a range of different approaches and appropriate equipment/teaching materials, including the use of information technology.
5. New strategies will be set out in a relevant plan and communicated to all interested parties.
6. The strategies set out will, as far as possible, be implemented in the normal classroom setting and the delivery of the strategies will be the responsibility of the subject teachers.
7. Arrangements for monitoring progress will be agreed with those who are teaching the pupil.
8. Where progress is satisfactory and the pupil is consistently achieving targets over time, a decision may be made to revert back to the earlier stage of support, and removed from the SEN register.
9. The SENDCO will keep pupils records updated, ensuring that all appropriate and applicable communications with concerned parties are recorded, and where appropriate instigate any further actions/strategies advised.
10. The decision by the school to request a statutory assessment from the LA will be made when the child has consistently failed to reach targets and has demonstrated significant cause for concern in spite of the schools best endeavours to make appropriate provision from within the resources

available. The decision will be reached in conjunction with parents and outside agencies.

11. The SENDCO will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the LA will be writing to them to explain the detailed arrangements. The pupil and parent will be fully involved in this process

SCHOOL REQUEST FOR ASSESSMENT FOR AN EDUCATION HEALTHCARE PLAN:

The SENDCO will again take the leading role and will provide the LA with all the necessary information where possible and available, for them to decide whether a request for an Education Healthcare Plan Assessment should be initiated.

Where possible, the SENDCO will gather all evidence available to him/her in the production of the LA pro-forma for Education Healthcare Plan Assessment.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role should be to continue to meet the needs whilst assessment is underway.

If the LA decides not to issue an Education Healthcare Plan Assessment, then the pupil will continue to receive support to meet their additional needs. If appeal procedures are invoked, the pupil will continue to receive support likewise.

EDUCATION HEALTHCARE PLAN:

If the LA decide to issue a Education Healthcare Plan Assessment then the school's role is as follows;

1. The Head Teacher/Assistant Head/SENDCO will make effective use of any additional resources allocated by the LA to the school to supplement our efforts to meet the pupils SEN.
2. Strategies to meet the needs of the pupil will be set out in the EHCP, other plans and on the additional needs register
3. Progress will be formally reviewed at least once a year. The SENDCO will inform all interested/invited parties at least two weeks prior to the annual review.
4. The SENDCO will gather all information available to him in order complete the annual review pro-forma (as set out by the LA) prior to the meeting.
5. The annual review forms and any additional strategies or changes will be distributed to the LA, parents/carers, outside agencies and any other interested parties.

6. In years 9, 10 and 11, the review process will include the completion of a transition plan. It is usual for an Information, Advice and Guidance colleague to attend these reviews in order for all options regarding continuing education, carers and occupational training to be considered. The transition plan will be reviewed each year until the pupil leaves school.
7. The LA will consider the annual review outcomes and findings and decide whether the provision continues to be appropriate or if changes are required.

EXITING THE SEND REGISTER FOR THOSE WITH ADDITIONAL NEEDS:

Pupils will be removed from the SEN Register if they no longer meet the criteria set out in Hampshire Guidance SEN Support Guidance for Early Years Providers, Mainstream School and Colleges.

The decision is normally made at a termly review, in line with the whole school assessment calendar, and in discussion with parents where possible;

Team Leaders and SLT monitor the quality of teaching within the departments and take an overview of progress of all pupils which can inform decisions about the additional needs register and adjustments to plans for support of pupils;

All departments are quality assessed by SLT to ensure teaching and learning is effective for all;

The SENDCo may also visit lessons to offer support and advice to teachers.

SUPPORTING PUPILS AND THEIR FAMILIES:

Hampshire LA has provided signposting to services to support parents through its local offer. This can be found @ www.hants.localoffer.info

Noadswood School Information Report can be found on both the local offer and the school's website.

ACCESS:

Noadswood is one of four schools in Hampshire where facilities for disabled pupils are available. All pupils have the opportunity to participate fully in the life of the school and extra-curricular activities including school trips. The school fully complies with its duties under the Equality Act 2010.

For pupils with a visual, physical or language impairment specialist staff are always involved and any additional equipment is purchased. All support staff and SENDCO are fully trained to manually handle Disabled pupils.

Inclusion and Independence are the aims for all pupils.
Special provision includes:

Disabled toilets

Lift access to first floor

Automatic doors to main entrances and some other areas
Tracking hoists

Physiotherapy

room Rise and fall

tables and hob

Specialist sewing machine

The staff have expertise and qualifications in the following areas:

evacuation chair procedure, manual handling

There are a number of disabled car parking spaces in the car park

Enlarged and/or coloured paper, reader, scribe, extra time, rest breaks and separate room can be arranged for assessment and examinations according to specific needs of individual pupils

Trip planning includes the needs of pupils with SEND to enable access and ensure equality

Alternative PE arrangements can be provided to accommodate specific needs of individuals

SUPPORTING PUPILS WITH MEDICAL CONDITIONS:

Noadswood recognises that there are some pupils at school with medical conditions who must be properly supported so that they have full access to education and extra-curricular opportunities. Some pupils who have medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have a statement or Education and Health Care Plan which brings together Health and Social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Noadswood School has first Aiders on site at all times. Each block also has a teacher/LSA who is a First Aider.

The medical room is equipped to deal with minor medical emergencies. Over the counter medications are stored in the medical room cupboard and are only given if the school has parents' permission. Prescribed medication is kept in the medical room with a note from parents and in its original pharmacy box. All medications are kept locked or in the fridge. Or young people with complex medical needs, care plans are written and involvement is required from parents and/or outside agencies that support the young person.

MONITORING AND EVALUATING THE EFFECTIVENESS OF PROVISION:

The school checks the effectiveness of SEND Provision through a variety of measures.

Observations of lessons

Pupil tracking (in conjunction with class teacher and House Leader Learning)

Three opportunities for monitoring reviews which are sent to parents

Termly reviews of Individual Learning Plans with pupils and parents
Raising standards meeting for subject leaders/guidance/learning
& SLT. These are held half-termly

Additional testing for pupils who are on Individual Programmes, to monitor progress/plan for future IPs of a pupil who is not making the expected progress, they will be identified by the subject teacher, this may be referred to Head of Department and/or House Leaders for learning and also Learning Support to discuss why a pupil may be experiencing difficulty and what further support can be given to aid progression

Some pupils require a key worker. A key worker is assigned when a pupil has an EHCP or when a consistent/continuous approach to support their learning, behaviour or emotional progress is needed.

The Key Worker will

Track the progress in conjunction with the SENCo Celebrate success

Problem solve issues that affect
progress Liaise with staff and families
if appropriate

Foster and develop a close relationship with the
pupil and become the main point of contact in school

Attendance at Annual Reviews or any relevant meetings

REVIEWING THE POLICY:

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

The SEND Policy will be published on the school website in line with other school policies.

DEALING WITH COMPLAINTS:

Noadswood School has a complaints procedure that can be found on the school web site which should be the starting point for any formal concern.

Smaller issues can be dealt with swiftly by direct contact with the SENDCo or Deputy SENDCo via e-mail: liz.hyland@noadswood.hants.sch.uk or Katrina Spence katrina.spence@noadswood.hants.sch.uk or via school phone the number is 023 80 840025. Early contact is encouraged to solve issues quickly.

The governors with responsibility for SEND visit the department at least twice a year to review progress.

Other school documents relevant to pupils with SEND can be found on the school's website.

These include
SEND Information and Local Offer
Equality Policy and Objectives (updated annually)
Behaviour Policy
Data Protection Policy
Concerns and Complaints Policy
Attendance and Safeguarding Policy
Medical Needs Policy
Behaviour Policy
Admissions Policy
Hampshire's Local Offer

Glossary of terms:

EHCP	Education, Health Care Plan
EP	Educational Psychologist
ILP	Individual Learning Plan
KS	Key Stage
LA	Local Authority
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs
CAMHS	Child & Mental Health Service
OT	Occupational Therapist

APPENDIX 1

The Disability Discrimination Act and The Equality Act 2010

As a major part of Equal Opportunities legislation, it is unlawful to discriminate against a disabled person for a reason connected with their mental or physical disability. Discrimination occurs when any person in or connected with the school is treated less favourably than someone else.

For all schools the areas of the Acts that are most relevant are related to employment, the provision of services through education to children and their parents/carers, and the school's use as a community building. Schools must also make 'reasonable adjustments' to recruitment practices and to policies and procedures to ensure that they do not discriminate in the ways they are implemented or used. To ensure full access to the services offered, schools must also provide auxiliary aids and obtain information in different formats if the communication need of the parent/carer or the child requires this.

Where physical barriers prevent people from accessing the services of the school, the service should be provided by another reasonable means. Since

2004 steps have been taken to remove physical barriers to education in all schools.

We note that SEN and disability are not synonymous. Therefore, some pupils may be disabled but not have a special educational need. Similarly, a special educational need does not necessarily constitute a disability. For the purposes of clarity, a Register of Disabled Pupils is produced. This is a separate document to the SEN Register but pupils may appear on both.

A separate Disability Equality Scheme confirms the school's commitment to disability equality.

Who is covered?

Pupils and parents, prospective pupils and parents, staff and others using school facilities.

The DDA defines a person as having a disability if he or she has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be:

Substantial (more than minor or trivial) Adverse

Long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

The DDA also provides protection for people who have cancer, MS, HIV/AIDS (all covered from the point of diagnosis) as well as those who have had heart surgery; are on kidney dialysis; people with diabetes; stammer; dyslexia; people with severe disfigurements' mental health issue and learning difficulties or disabilities – provided their condition results in a disability which meets the DDA definition. Also covered are those who have previously had a disability (e.g. a mental health problem) (see above).

As a school we will endeavour to do everything reasonable to find out if a person has a need by asking if they require any particular adjustment to support them through the admissions process or for their time in the school.

Protection is extended not only to disabled people themselves, but also to those who are perceived to be disabled, or who are associated with disabled people.